



# It Takes a City

DC Does it Best!

# Welcome!

Tia Marie Brumsted, MSW, LICSW  
Director of Student Wellness  
E.L. Haynes Public Charter School  
tbrumsted@elhaynes.org

- Born and raised in Lynchburg, VA
- Spelman College and Smith SSW graduate
- Practicing school social work in DC and MD for 9 years
- Lover of chocolate, dancing, and kids



# Group Norms

This training is a think tank for you!

Please silence electronic devices.

Promptly end break-out discussions and activities.

Get excited! The more we collaborate and advocate for wellness, the more impactful our work will be!



# E.L. Haynes Student Wellness



## At E.L. Haynes Public Charter School,

our student wellness team aims to provide effective supports, strategies, and tools necessary to promote student perseverance, resilience, pride, and academic success.



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# E.L. Haynes Student Wellness



# ELH Wellness Team Strategic Efforts



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# Clinical Strategies

Increase awareness and comfort with idea of "support" by normalizing our team's presence in the building.

- Teach and practice cognitive, behavioral and mind-body techniques
- Assess and refer for community-based individual, family, and parent mental health services
- Mental health crisis assessment, intervention, and stabilization
- Promote effective parenting through short-term family interventions



# Clinical Strategies

Increase awareness and comfort with idea of "support" by normalizing our team's presence in the building.

- Weekly, push-in group intervention for students with IEPs in BASE Program
- Weekly, push-in support group for ELL students who are newcomers
- Attendance Specialist who is also licensed professional counselor: contracts and incentives, counseling, assessment and community referral
- Health/Elective Course Option: "Building Peace From the Inside Out"



# Collaborative Strategies

## School-wide prevention and psycho-education

- Delivered during advisory, health and fitness, and grade-level meetings and activities. Developed with MDT Teams.
- Bully Prevention
- Substance Abuse Prevention
- Pregnancy and Disease Prevention
- Suicide Prevention



# Collaborative Strategies

## School-wide prevention and psycho-education

- Psycho-education about depression, nutritional habits, and overall well-being during health and fitness classes
- Deliver staff training on mandated reporting, trauma informed teaching, and stress reduction/teacher self-care
- Collaborate with School Culture and Behavior Teams to support restorative discipline efforts
- Develop MS and HS advisory curriculum: Habits of Mind, relaxation, organization, positive conflict resolution
- Student Climate Survey and Parent Survey annual administration



# Community Strategies

Partnerships to expand wellness activity options for before and after-school program, and special wellness events

- Wellness Day (ES, MS, and HS)
- Mindfulness and Meditation (MS and HS)
- Gay-Straight Alliance (MS and HS)
- Student Wellness Advocacy Group/SWAG (HS)
- Cooking Club (HS)



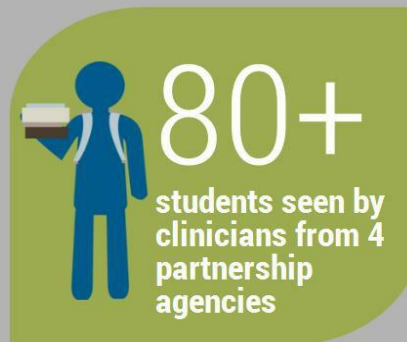
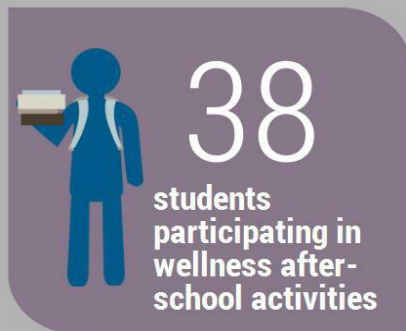
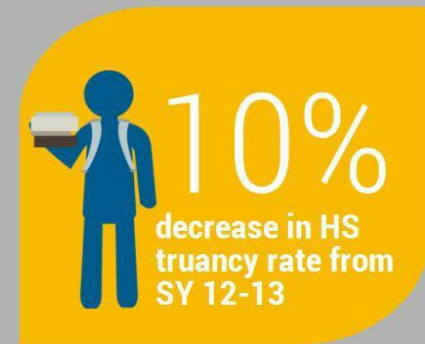
# Community Strategies

## Parent and family engagement efforts

- Parent workshops providing education and referral (Asthma care, Internet safety, sexual reproductive health, positive behavior development, gang prevention)
- Mental health, medical, and adult education referral; dental bus visits
- Caregiver to caregiver support (Pre-K and Kindergarten Parent Support Groups, Latina Mothers Support Group)



# Evidence of Early Success



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## High School Student Climate Survey Results - Highlights

(October 2014; 60 days into school year; 75% returning students)

91% of students taking survey agreed or strongly agreed they had not been bullied this year at school.

77% of students taking survey agreed or strongly agreed that there is at least one adult at school with whom they can share a concern/problem.

80% of students taking survey agreed or strongly agreed that school is a welcoming place for their family.

81% of students taking survey agreed or strongly agreed they feel safe to be themselves at school.



**QUESTIONS?**

**Wellness Vision/Goal Brainstorming**



Project into the future (whatever timeline seems appropriate) and thoroughly describe what it looks like, sounds like, and feels like having accomplished this vision/goal.

- Must talk in present tense.
- Describe what is in this best case scenario. Do not yet describe how.
- Focus on sights, sounds, behaviors and feelings surrounding this accomplishment.

Adapted from the Future Protocol, National School Reform Faculty

[www.nsrffharmony.org](http://www.nsrffharmony.org)



# Look "back" from your projected present and describe how it looked when it started.

- Must talk in past tense.
- Think about issues, culture, conversations, teacher's work, student achievement, etc.
- Try to remain as tangible as possible.

Adapted from the Future Protocol, National School Reform Faculty  
[www.nsrffharmony.org](http://www.nsrffharmony.org)



Continue looking back and discuss how you addressed the starting place and how you moved from that to the projected present.

Imagine the work of a team - who is this team?

What are they doing?

What kinds of sharing of work and reflective dialogue are occurring?

Adapted from the Future Protocol and Creating an Action Plan Protocol, National School Reform Faculty  
[www.nsrffharmony.org](http://www.nsrffharmony.org)



Continue looking back and discuss how you addressed the starting place and how you moved from that to the projected present.

What presently exists in the school/agency (people, structure, and culture) that will support the evolving vision of this team?

What is going to get in the way of this work?

Adapted from the Future Protocol and Creating an Action Plan Protocol, National School Reform Faculty  
[www.nsrffharmony.org](http://www.nsrffharmony.org)



Continue looking back and discuss how you addressed the starting place and how you moved from that to the projected present.

How will you introduce the idea to the professional community and its relationship to student learning?

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# Thank you!

